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**The Use of Phrases in Writing Recount Text**

**by The Students of SMA Negeri 1 Karanganyar**

**in Academic Year of 2013 - 2014**

**THESIS**



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# **The Use of Phrases in Writing Recount Text by The Students of SMA Negeri 1 Karanganyar in Academic Year of 2013 – 2014**

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## **ABSTRACT**

This study is mainly aimed at finding: (1) The students' ability in writing of phrases in recount text, (2) The types of phrases usually use in recount text by each the student, (3) The constructions of phrase used by the students. The study was carried out at SMA N 1 Karanganyar. The method used was a qualitative descriptive study. This research is conducted to analyze the students' skills in using phrases in writing recount text. The population of this study was tenth grade students of SMA N 1 Karanganyar in the academic year 2013/2014. The writer took 35 students as the sample by using simple random sampling. In collecting the data, the writer used a writing diary test in the form of essay test. They used some phrases in their writing test. Based on the findings, it is concluded that (1) the ability of the tenth grade students of SMA Negeri 1 Karanganyar in academic 2013/2014 in using phrases was **good**. Their ability was 80%. (2) The tenth grade students of SMA N 1 Karanganyar in academic 2013/2014 used some types of phrases in writing recount text. Namely noun phrase, verb phrase, Adjective phrase, Adverb phrase, and preposition Phrase. The total correct phrases were 606 and 154 are incorrect. So, we can conclude here that the tenth grade students of SMAN 1 Karanganyar used 760 phrases in writing recount text. (3) The researcher found some constructions of phrases such as the construction of Noun Phrase, Verb Phrase, Adjective Phrase, Adverb Phrase and Preposition Phrase used by the tenth grade students of SMAN 1 Karanganyar in writing recount text. They used 7 constructions of noun phrase, two constructions of verb phrase, adverb phrase and preposition phrase, while they used three constructions of adjective phrase.

**Keywords:** Writing, Genre, Recount text, Phrases.

## I. INTRODUCTION

Writing is one of the four language skills: reading, writing, listening and speaking. Writing and speaking are productive skill. That means they involve producing language rather than receiving it. Moreover writing skill is more complicated than others skills in English language. Writing skill is not only talks about grammars and vocabularies but also of conceptual and judgment elements. Because of the difficulties, some efforts have been done to solve the problems, the purpose is to make writing became easier and interest to learn for students.

Noun phrase, according to Bakken (2006), the head of which is a noun or a pronoun. A verb phrase according to MacFadyen (2011) of which head contains a verb, its direct and/or indirect objects, and any adverb, adverb phrases, or adverb clauses which happen to modify it. The predicate of a clause or sentence is always a verb phrase.

Nordquist (2014) stated that adjective phrase is a word group with an adjective as its head. Besides, he defines prepositional phrase as a group of words consisting of an object, preposition, and any modifiers of the object. Nordquist (2014) defines an adverb phrase (also called an *adverbial* phrase) as a word group with an adverb as its head. This adverb may be accompanied by modifiers or qualifiers. An adverb phrase can modify a verb, an adjective, or another adverb, and it can appear in a number of different positions in a sentence.

There has been growing research on phrases, for example Ayuningsih (2007), Ibad, Jamiludin, Bochari (2014), Indrawan (2014), Marliah (2009), Toyibatun (2011), Astuti (2014), Widyaningsih (2013) Cahyani, Wijaya, Arifin (2014) Setiawan (2014) Astuti, Suhardi, Listyorini (2012) Nevertheless, no research has been conducted on the ability of Indonesia

EFL students to write all types of phrases in composition, and hence this present study was meant to explore this area.

This research is conducted to analyze the students' ability in using the entire phrase in writing text. The researcher is interested in surveying the students of SMAN 1 Karanganyar. It is geographically located in the central of the Karanganyar Regency.

#### **A. TEACHING WRITING**

In teaching writing for senior High School in the English standard Competency Syllabus for Senior High School (2006:41) the students are expected to be able to communicate with accepted English either in oral or writing form. Writing is one of language skill used to express ideas, tell message in behavior and sharing information on the written form.

This idea is supported by Clifford (1991: 42) who states that through writing learners discover new idea and ways of conveying and organizing these, Leather (1991) adds a process through which meaning is created. In addition, Silvia (1991:50) states that writing does not only reflect our thinking, but also helps to create new thoughts. In writing Process, there are many steps of writing; a) Pre-writing, b) Drafting, c) Revising, d) Editing, e) publishing. Besides that there are two types of writing; a) Practical writing, b) Creative or imaginary writing. And there are three purposes of writing; a) Informative, b) Expressive or Narrative, c) Persuasive.

In writing a good paragraph, we should concern to two things. They are; Unity, and Coherence. Writing skill is complex and difficult to teach since in this case writing does not only indicate putting down graphic outline on a piece of paper. It includes at least five components, they are: Content, Form, grammar, Vocabulary, Mechanic.

## **B. RECOUNT TEXT**

Derewianka (1990:14) defines that a recount is the unfolding of a sequence of events over time and the purpose is to tell what happened. It sets the scene who, what, where and when (orientation) it recounts events as they occurred (events ) and has closing statement (re-orientation) it is use in past tense and showed as chronological order.

Based on the expert above, it can be accomplished that recount text is a text that is written to reveal an activity or story in the past.

## **C. NOUN PHRASE**

Huddleston (1995:85) states that noun phrase consist of noun as head, alone or accompanied by one or more dependents. According to the definition of noun phrase here, the researcher has a belief too about the definition of noun phrase. When we observe a noun as performing a function in a sentence, we think of it as a noun phrase.

A noun phrase may function as the subject or object of a clause. A noun phrase may be composed of a single word (a noun or pronoun) or a group of words. The most vital noun in a noun phrase is called the headword. There are some Construction of English Noun Phrases, namely; (a) determiner, (b) pre modifier, (c) post modifier, and (d) the combination of them.

## **D. VERB PHRASE**

There are three kinds of verb phrase in the English language:

- a. Present participle: The base form of a verb plus “ing”, for example, building, dreaming, thinking, defending, growing, etc.

- b. Past participle: The base form of a verb plus “d, ed, t, n, or en”, for example, built, dreamed, thought, defended, grown, etc.
- c. Infinitive: The word “to” plus the base form of a verb, for example, to build, to dream, to think, to defend, to grow, etc.

## **E. ADJECTIVE PHRASE**

### **a. Adjective Phrases Can Be Used Attributively or Predicatively**

An adjective phrase can be an attributive adjective or a predicative adjective

### **b. Attributive Adjective.**

An attributive adjective is one that sits inside the noun phrase of the noun it modifies. Look at these two examples:

- The beautifully carved frames are worth more than the painting.

(This is an attributive adjective phrase. It sits inside the noun phrase the beautifully carved frames.)

When an adjective be found before its noun, it is very possible to be an attributive adjective. Nevertheless, an adjective that appears following its noun can also be attributive.

### **Predicative Adjective.**

A predicative adjective sits outside the noun phrase of the noun it modifies. Typically, a predicative adjective is linked to the noun it modifies with a linking verb. For example:

- The curtains look far too long. (This is a predicative adjective phrase. The linking verb is look.)

examples:

- The extremely tired lioness is losing patience with her overly enthusiastic cub. (Both adjective phrases are used attributively. They appear inside the noun phrases the extremely tired lioness and her overly enthusiastic cub.)

## **F. ADVERB PHRASE**

An adverb phrase is a group of words that functions as an adverb in a sentence. It consists of adverbs or other words (preposition, noun, verb, modifiers) that create a group with mechanism like an adverb in a sentence. An adverb phrase functions like an adverb to modify a verb, an adjective or another adverb. Examples:

- He always behaves in a good manner. (modifies verb behave)
- They were shouting in a loud voice. (modifies verb shout)

An adverb phrase can modify a verb, an adjective, or another adverb, and it can come out in a number of dissimilar positions in a sentence. Examples and Observations:

- The Cheshire cat vanished quite slowly, beginning with the end of its tail.
- The players responded surprisingly well to all the pressures of the playoffs.

## **G. PREPOSITIONAL PHRASE**

There are some kinds of prepositional phrase:

- a. Adjectival or adjective phrase:

A prepositional phrase that modifies a noun or pronoun and answers the questions, which one, what kind, how many. Example: Bob, in room 8, is my brother.



Prepositional phrase: in room 8 - it is telling which Bob the person is talking about.

The one in room 8. That phrase modifies the noun, Bob.

- b. Adverbial or adverb phrase: A prepositional phrase that modifies a verb, an adjective or another adverb and answers the questions, when, where, how, (sometimes, why) and to what extent or degree. When the adverb phrase responds the questions, when, where, how or why, it will modify the verb in the sentence. When it answers the question, to what extent or to what degree, it will modify an adjective or another adverb. Example: In 2001, Mark will celebrate his eighteenth birthday.

**Prepositional phrase:** *for their beauty* is telling, to what extent *famous* (or *why Famous*), therefore it modifies the predicate adjective, *famous* and thus it is an Adverb prepositional phrase.

## H. RESEARCH QUESTIONS

Based on the background of this study, there are many problems that arise and they can be identified as follows:

- a. How is the students' ability in writing of phrases in recount text?
- b. What types of phrases usually use in recount text by each the student?
- c. What are the constructions of phrase used by the students?

## I. Objectives of the study

This study is aimed:

- a. To investigate the students' ability in writing of phrases in recount text
- b. To describe the types of phrases usually use in recount text by each the student

- c. To describe the constructions of phrase used by the students.

## **II. RESEARCH METHOD**

The study is a qualitative descriptive study. This research is conducted to analyze the students' skills in using phrases in writing recount text. This type of research methods involve describing in details specific situation using research tools like interviews, surveys, and observations. It focuses on gathering of mainly verbal data rather than measurements. Surveys involve collecting information, usually from fairly large groups of people, by means of questionnaires but other techniques such as interviews or telephoning may also be used.

Data retrieval was carried out at the students of SMAN 1 Karanganyar. It is located in Jl. A.W. Monginsidi 03 Karanganyar. The Object of this research is the students' skills in using phrases in writing recount text through writing recount test. The researcher interested to survey the students of SMAN 1 Karanganyar. Data collection techniques employed in this study are: observation, test, interview, and documentation. This research employed descriptive and quantitative analysis. The form of the data was score obtained by the students after they did the writing test. There were five kinds of phrases. The first was noun phrase, the second was verb phrase, the third as adjective phrase, and then the phrase was adverb phrase and the last was prepositional phrase. The data collected in this research was the result from the students' test in writing recount text especially using phrases. In this research, the writer analyzed the data in some ways:

1. Determined correct and incorrect phrases used by the students and counted the correct and the incorrect every phrase. Then described it clearly.

2. Determined the percentage of correct and incorrect phrases used by the students.

Determined types of phrases used by each students. We separated every phrase like

Noun phrase, Verb phrase, Adjective phrase, Adverb phrase, and Preposition phrase.

Determine type of phrases'' constructions used by the students.

### III. RESULT AND DISCUSSIONS

#### A. The Data Analysis of the students' ability in writing phrases

In this research, the writer used table (see table 1 in appendix) in order to know the student's ability in writing phrases, from the table the writer made some figures below and then describe it.

Figure. 4. The Total Phrases Used by the students

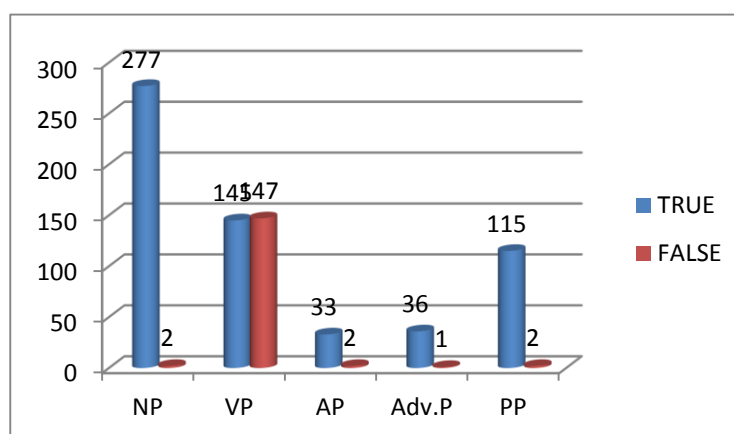


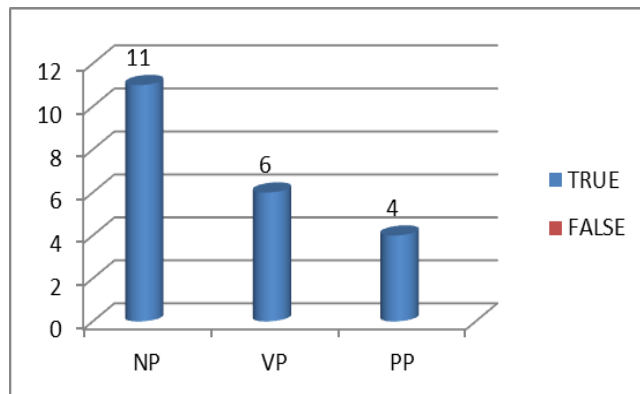
Figure 4 shows that the total of Noun Phrase used by the students was 279 (277 correct and 2 incorrect). The second frequently used by the students in writing recount text phrase was Verb phrase (145 phrases were used correctly and 147 incorrectly = 292). The next was Adjective phrase (33 phrases were used correctly and 2 incorrectly = 35). Besides that, the students used Adverb phrase in their writing (36 phrases were used correctly and 1 incorrectly = 37). The last phrase was

Preposition Phrase. (115 phrases were used correctly and 2 incorrectly = 117). Figure 4 shows that the most frequently phrase used by the students was Verb Phrase (292), second high was noun phrase (279), the third high was Preposition Phrase (117), the fourth was Adverb phrase (37), and the last was Adjective Phrase (35). The total of phrases used by the student was 760. They used 606 correct phrases and 154 incorrect phrases. So we concluded that the students used 80% phrases correctly in writing recount text.

#### B. The Types of Phrases Usually Use in Writing Recount Text by Each Students

This section describes types of phrases used by each student when writing recount texts. It also describes the correct and incorrect usage of the phrases. For representing each student's name, this study uses abbreviation of the student's name.

**Figure 7. AA's Data in using phrases**



From the first data Analysis of the students' ability in writing phrases above, figure 7 summarizes the phrases used by Adelina Atriana (AA). She produced 3 phrases namely; Noun Phrase, Verb Phrase, and Preposition Phrase. From the third of phrases, Noun Phrase was the most frequently used by AA, the second was Verb Phrase, and the third was Preposition Phrase. She used 11 NP, 6 VP, and 4 PP. From 21 phrases, she used all phrases correctly in writing recount text.

Here, the writer shows up only one figure from each type of phrases used by the students of SMA N 1 Karanganyar. We can see all in the complete thesis. The frequency of phrases used by students in every figure indicates that the Noun Phrase was 279. The second was Verb Phrase (292); the third was Adjective phrase (35). Besides that, the student used Adverb phrase (37) in their writing, and the last was Preposition Phrase (117). Figure 6 shows that the most frequently phrases used by the student was Verb phrase (292) and the least often was Adjective Phrase (35).

### C. The Constructions of Phrases Used by The Students

This section discusses some constructions of phrases used by the students as follows:

#### 1. The construction of Noun Phrase

1. 1. M — H: a). Det + N, b). Quantifier + N, c). Ad + N
1. 2. M — M — H: a). Det + Adjective + N, b). Quantifier + Det + N, c). Det + Det + N
- 1.3. M — M — M — H: a). Det + Adj. + N + N, b). Det + N + N + N
- 1.4. M — M — H — M — M: a). Det + Det + N + Prep. P + N
- 1.5. M — M — M — H: a). Det + prep. P + Adj + N
- 1.6. M — M — H — M: a). Det + Det + N + N, b). Det + Adjective + N + N
- 1.7. M — H — M: a). Det + N + N, b). Det + N + Adj, c). Det + N + Adj

#### 2. The construction of Verb Phrase

##### 2.1 The main verb

- a. Participial phrase. b. Gerund Phrase c. Infinitive Phrase

##### 2.2. Auxiliary verb

- a. an auxiliary verb ("be") and a main verb in – ing form

b. an auxiliary verb ("have") and a main verb with past participle

c. a modal verb and a main verb:

C.3. the construction of Adjective Phrase

3.1. Premodification

3.2. postmodification

3.3. Complementation

C. 4.1 The construction of Adverb Phrase (with preposition)

a. Type of manner

c. Type of time

b. Type of place

d. Type of frequency e. Type of Purpose

C. 4.2. Adverb phrases made with infinitives

a. Type of purpose

C.5 The construction of Preposition phrase

5.1. Adjectival or adjective phrase:

5.2. Adverbial or adverb phrase.

#### **4. Discussion of Research Finding.**

Findings in the present study are consistent with the findings of Robin L Simmons (2013); the researcher discovered five types of phrases used by the students of SMA N 1 Karanganyar, such as: Noun Phrase, Verb Phrase, Adjective Phrase, Adverb Phrase, and Prepositional Phrase.

An important issue emerging from these findings is the writer found that the students' ability of writing phrases in general is relatively good. This can be seen that they were able to write noun phrase in a sentence generally good, they were able to use the construction of noun phrase correctly in their writing. It's proofed from their ability to create 277 correct noun phrases although they also made little mistakes (2 incorrect phrases). The second frequently used by the students in writing recount text phrase was

Verb phrase (292). However they used correct verb phrase only 145, they used more incorrect verb phrase (147). These findings suggest that they had misunderstood in verb phrase theory. However, regarding Adjective phrase, the students used it mostly correct. This might be that it was very easy to use. Similarly their abilities in writing adverb phrase and preposition phrase were really good. Because of the students understood well in noun phrase, so they used Adjective phrase easily in writing recount text.

In this research, the writer found some constructions of each type of phrases used by the students. There are similarities in Quirk's (1993) theory between the present study and those described by Richards, Platt, (1993: 251), they define noun phrase as a word or a group of word with noun as a head. The first was the construction of noun phrase. In this section, the most construction used by the student is M – H (Noun as a head and Adjective as a modifier), The second was the constructions of verb phrase. The students didn't face any difficulties when they constructed Adjective Phrase. Based on O'Dwyer (2006) the constructions of Adverb Phrase, the students used adverb phrase correctly in some sentences. They didn't have any difficulties when they constructed its.

#### IV. CONCLUSION

Based on the result of the data analysis, some conclusion can be drawn as follows:

1. The ability of the tenth grade students of SMA Negeri 1 Karanganyar in academic 2013/2014 in using phrases was **good**. Their ability was 80%.
2. The tenth grade students of SMA Negeri 1 Karanganyar in academic 2013/2014 used some types of phrases in writing recount text. Namely noun phrase, verb phrase, Adjective phrase, Adverb phrase, and preposition Phrase. The total correctly phrases were 606 and 154 incorrectly. So, we can conclude here that

the tenth grade students of SMAN 1 Karanganyar used 760 phrases in writing recount text.

3. The researcher found some constructions of phrases such as the construction of Noun Phrase, Verb Phrase, Adjective Phrase, Adverb Phrase and Preposition Phrase used by the tenth grade students of SMAN 1 Karanganyar in writing recount text. They used 7 constructions of noun phrase, two constructions of verb phrase, adverb phrase and preposition phrase, while they used three constructions of adjective phrase.

The finding of the study has some implications as follow:

1. The ability to understand English phrases will be really helpful to the students in writing recount text.
2. The ability to understand some types of English phrases will be really helpful to the students in writing recount text. They should understand in noun phrase, verb phrase, Adjective phrase, Adverb phrase, and preposition phrase.
3. The explanation about the construction of English phrases in writing recount text will be really helpful for the student to use English phrases more correctly.

The writer suggests that the students should improve their ability in this following ways, Read a lot any English phrase as an independent or a unity and a sentence. Reading a lot will make the students familiar to the environment of the English phrases., Enrich the vocabulary by reading a lot dictionary, reading the English phrases, and listening the English program from television or radio. For the teachers: the teacher needs to give more activities by using English phrases. They should use the English phrases in a sentence or a text.



## V. Suggestions

Based on the previous experiences the researcher could give suggestions for the betterment of students' English in using phrases in writing recount text as follow:

### 1. For the students

The writer suggests that the students should improve their ability in this following ways:

- a. Read a lot any English phrase as an independent or a unity and a sentence. Reading a lot will make the students familiar to the environment of the English phrases.
- b. Enrich the vocabulary by reading a lot dictionary, reading the English phrases, and listening the English program from television or radio.
- c. Practice more to use English phrases in a sentence or a text.
- d. Learn more the Construction of Phrases from some types of phrases.

### 2. For the teachers.

Understanding the English Phrases was very important for the students. That is why the teacher needs to give more activities by using English phrases. They should use the English phrases in a sentence or a text. To get a good phrase, the teacher should explain the differences of the constructions of some types of English phrases.

### 3. For the researcher

Since the research describes the student's ability and difficulties faced by the students in using English Phrases, the writer suggest those who are interested in investing the same study to do a research on others aspect involved in English phrases.

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